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ABSTRACT

A plan has been adopted by Bethany Nazarene College to study practices and procedures at that college and at other institutions, and to suggest changes to be implemented over a 10-year period. The entire faculty and many students are involved in this 2-year study. A study committee identified the scope, sequence, and priorities of the study. This report, the first of 3, describes the design of the study. Topics to be considered are grouped under 7 areas: objectives and philosophy, instruction, students, faculty, physical facilities, business and finance, and administration. The final study design calls for: establishment of 7 committees to consider assigned study areas; establishment of a resources committee, maintenance of a steering committee; a sequential stair-step reporting deadline for the development of preliminary reports; the gearing of study activities to the academic year; and compilation and development of the final report. Appendices present complete listings of study topics, committee tasks, college and universities serving as a data reference group, and detailed flow charts of the study design. (Author/JS)

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INSTITUTIONAL SELF-ANALYSIS AND LONG-RANGE PLANNING IN A SMALL LIBERAL ARTS COLLEGE

PART I--STUDY DESIGN

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BETHANY NAZARENE COLLEGE

BETHANY, OKLAHOMA 73008

October, 1969

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I. INTRODUCTION

In the Spring of 1969, the faculty, administration, and students of Bethany Nazarene College launched an intensive self-evaluation study for the express purpose of analyzing current practices and developing a comprehensive description of the College profile of 1980.

Cognizant of the rapidity of change, the College President, Dr. Roy H. Cantrell, presented the concept of a Ten-Year Advance Study to the Board of Trustees on March 4, 1969. Their endorsement started a chain of events that is designed to involve every member of the faculty in a two-year effort.

This report is the first of three to be generated from this endeavor. It will describe the characteristics of the design for conducting the study. Early planning stages leading to the adoption of the design and the scope and sequence of the study will also be documented.

The second report will relate the full study activities. The methodology and sources consulted will be detailed. Study findings and recommendations will constitute the third and final report.

II. LONG-RANGE PLANNING IN HIGHER EDUCATION

Planning is a familiar activity. It exists in every organized form of society. It is an instrument of structured change, permitting study and research to sift out the best ideas and form them into an elastic structure.

Colleges and universities across the nation are realizing the increasing demand to plan for more than just present needs. In order to be contemporary tomorrow, they must look ahead today. Many have met this need by developing a long-range plan of improvement. This enables the school and its faculty to assess its strengths, weaknesses, and needs in every area and to begin to find ways and means of improvement.

A long-range study takes considerable time and preparation, lasting over a period of several months or years. It must involve the research and study of practices and trends of other schools. It must involve a critical examination of practices on the home campus. And, it must involve a rational anticipation of the needs of the future.

The recommendations of a long-range plan should be expected to be implemented over an extended period of time. They must be realistically addressed to the ability of the school to meet these changes. Certain commitments are implied: to gain acceptance through understanding and modification where necessary, to develop policies for moving toward goals, and then to take action consistent with those policies.

Whatever is envisioned in the future as an ideal or objective cannot always be completely realized. Therefore, the long-range plan must remain under some form of continuous review, and a planned process for change must be an integral part of the total design.

III. ADAPTATION OF SYSTEMS CONCEPTS TO DESIGNING A LONG-RANGE PLAN

If the design for conducting a long-range plan is to meet the objectives for which it was created, it must possess comprehensive, yet manageable qualities. The many facets involving interaction of components must be considered. The multiplicity of details and the necessity of maintaining continuous control of the plan imply the value of turning to a systems approach.

The systems approach assumes a method of viewing a problem in its entirety, with all its ramifications, with all its interior interactions, with all its exterior connections, and with full cognizance of its place in its context.

The requirements of designing a long-range plan are well satisfied by the characteristics of a systems approach. These include: (1) clear and accurate identification and description of study activities, (2) recognition of activity interrelatedness, (3) consideration of information processing, and (4) maintenance of an integrated control function. The design utilized in the Bethany Nazarene College Ten-Year Advance Study embodied these characteristics.

Presented later in this report are flow charts developed through the concepts of the Critical Path Method (CPM). Although the concepts of CPM flow charting were utilized, the charts themselves manifest an adaptation in that estimated times for each activity are omitted in favor of an alternate timetable system. The process of constructing the charts provides the designer an opportunity, and a responsibility, to consider the study as a system exhibiting the characteristics iterated above.

IV. REPORT OF ACTIVITIES PRECEDING THE DESIGN OF THE STUDY

Committee Orientation

Following approval of the College Board of Trustees, President Cantrell appointed a thirty-six member study committee composed of faculty members, administrators, and students. A first orientation meeting was held to explain the study concept. Initial steps were taken to organize the committee and define the purpose and scope of the study. Dr. Robert Griffin was elected secretary and authorized to bring a stenographer into the committee sessions to take down detailed reports of the discussion and actions of each session.

The question of using outside consultants was discussed by the committee. Dr. Forrest Ladd, College representative to the Oklahoma Consortium for Research Development (O.C.R.D.), reported on a proposal for a $500 workshop planning grant in connection with the Ten-Year Advance Study. The proposal called for three

workshops, each carrying a different theme. The first would deal with higher education in general and the role of the church-related liberal arts college. The second workshop was organized to provide opportunity to study the development of behavioral and educational objectives. The third workshop was designed to emphasize institutional and individual research, including sources of project funding and sources of relevant research reports. It was anticipated that the total faculty would be involved in all workshops.

For the purpose of establishing the scope of the study, individual members of this committee were asked to develop for the next meeting a list of areas and subjects to be considered in the study.

Study Scope and Sequence

The study committee met a second time and adopted a tentative listing of topics as the scope of the study. These topics were grouped under eleven headings: Administration, Business, Faculty, Curriculum, Library, Religion, Students, Miscellaneous, Physical Plant, Goals and Objectives, and Athletics. A complete listing is presented in Appendix A.

The following six steps for the development of the study were also adopted:

1. Definition and understanding of the need for the study.
2. Establishment of the scope of the study.
3. Establishment of priorities.
4. Development of the actual plan.
5. Implementation of the plan.
6. Evaluation and adjustments.

The study committee decided to function as a committee of

the whole until the first three of the preceding steps were accomplished. Finally, a steering committee was formed to provide guidance in carrying out the intent of the O.C.R.D. workshop grant.

The group noted that Step Two had been accomplished in that meeting: establishment of the scope of the study. Individuals were to work on clarifying the need for the study and on developing statements of priorities for the next meeting.

Study Priorities and Need

In the third meeting, the study committee agreed upon a seven-fold statement of need for the study. The complete statement is presented in Appendix B. Priorities were established to guide the development of the design of the study as well as the performance of the study itself. In order, the priorities were: Philosophy and Objectives, including Clientele; Curriculum; Development; Faculty; Physical Plant Development; and Finance.

Under the direction of the steering committee, Dr. Ladd initiated contact with Dr. Allan Pfnister, Professor of Higher Education at the University of Denver. Dr. Pfnister agreed to meet in the first joint workshop session on October 29. Dr. Roy Maxwell, Director of Research and Development at East Central State College, was scheduled to meet Friday afternoon and Saturday morning, October 31, and November 1, for the second workshop session. Finally, Dr. Larry Hayes, Executive Director of O.C.R.D. was scheduled to hold the final workshop on November 14 and 15.

Having completed the first three of the study development steps (definition of need for the study, establishment of scope of

the study, and establishment of priorities), the study committee then requested the steering committee to enlarge its role and attend to designing the actual study plan.

The steering committee met officially on two occasions. Dr. Elbert Overholt and Dr. Stanley Frame met with Dr. Ladd in numerous informal meetings prior to the presentation of the design of the study to the study committee. These meetings served to clarify and refine the concepts of PERT and CPM as they related to the Ten-Year Advance Study. The steering committee felt that the eleven topic areas could be economically grouped by seven distinguishing categories: Philosophy and Objectives, Instruction, Students, Faculty, Physical Facilities, Finance, and Administration. A full listing of all study topics as finally adopted is presented in Appendix C.

Design Guidelines

The following summarize the guidelines by which the study effort was designed:

1. The design must embody the total scope of the plan.
2. The established priorities must be considered in the design as well as in the study process.
3. There must be provision for total faculty and administration involvement.
4. There must be provision for student involvement.
5. There must be a reasonable time period allotted, and yet promote expeditious completion of the study.
6. To maintain balance, members of the greater College community should be involved. These would include alumni, members of the Board of Trustees, and constituency.

V. THE STUDY DESIGN

Flow Charts

The Flow Charts of Study Activities (presented in Appendix G) graphically depict the adopted design for the study. Characteristics of the design illustrated by the flow charts include: (1) a seven-committee study plan, each committee to consider an assigned study area; (2) the establishment of a resources committee; (3) the maintenance of the steering committee identity throughout the plan; (4) the sequential, stair-step reporting deadlines for developing preliminary reports; (5) the Phase I, Phase II concept whereby progress is geared to the academic year; and (6) the procedure for compilation and development of the final report. These and other characteristics will be described in detail in the sections that follow.

Committees

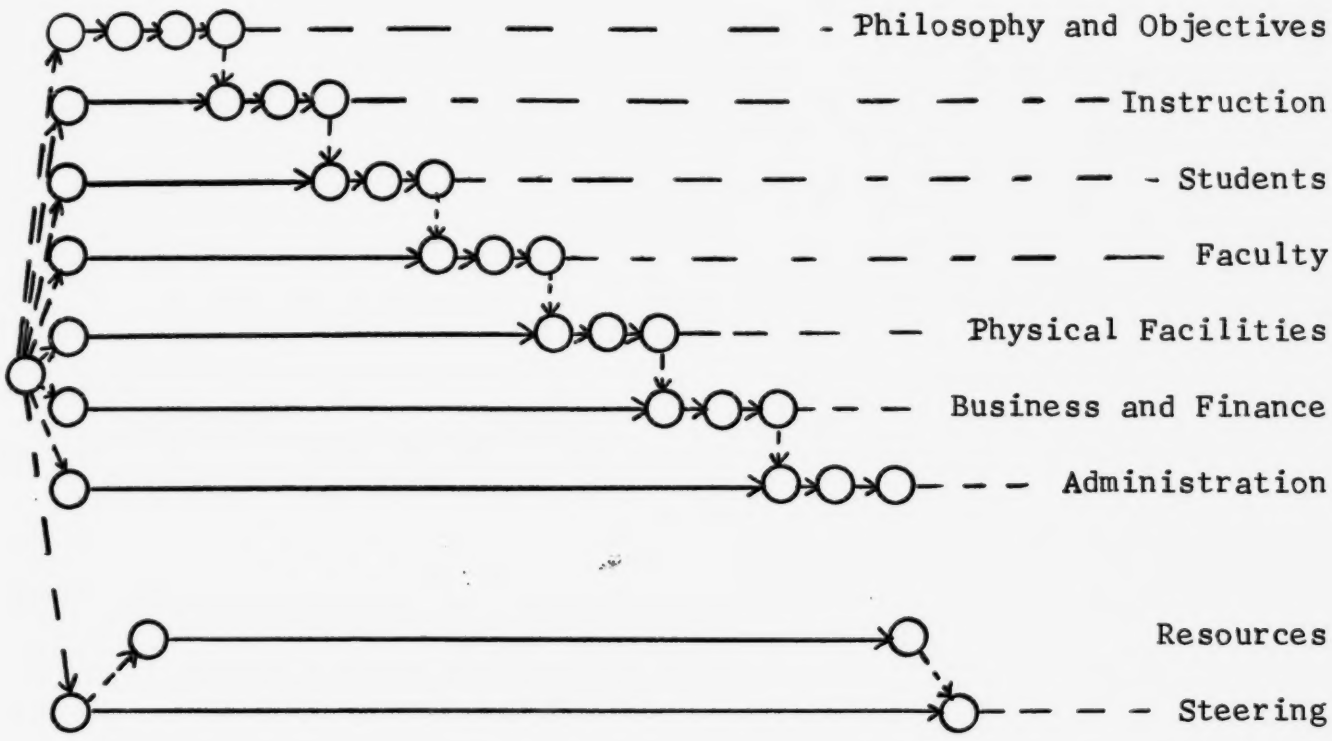
The design calls for the establishment of seven major study committees since all study topics were ultimately grouped under seven study areas. In this way, each area of the study is accounted for in the design of the plan. The first seven lines of the flow charts represent each study committee's activity in its assigned topic area. Figure 1 shows the committee assignments as presented in the Appendix G flow charts.

Each of the seven committees is instructed to divide into two subcommittees. One subcommittee is to address itself to an examination of activities on this campus within the scope of its

FIGURE 1

COMMITTEE ASSIGNMENTS

(From Flow Charts of Study Activities)



(See Appendix G for a detailed flow chart.)

assigned area. For example, one subcommittee of the instruction study committee is to consider such topics as curriculum, instructional procedure, scheduling, program requirements, evaluation of instruction, and improvement of instruction as those topics are in evidence on this campus. The other subcommittee is to analyze practices and trends elsewhere via examination of published documents, research reports, and personal experiences.

This two-pronged attack is designed to provide each of the seven committees a balanced view of current practices and possible directions or trends. As presented in Figure 2, Typical Committee Study Plan, the two subcommittees are to compile data before uniting to cooperatively develop the preliminary report of findings.

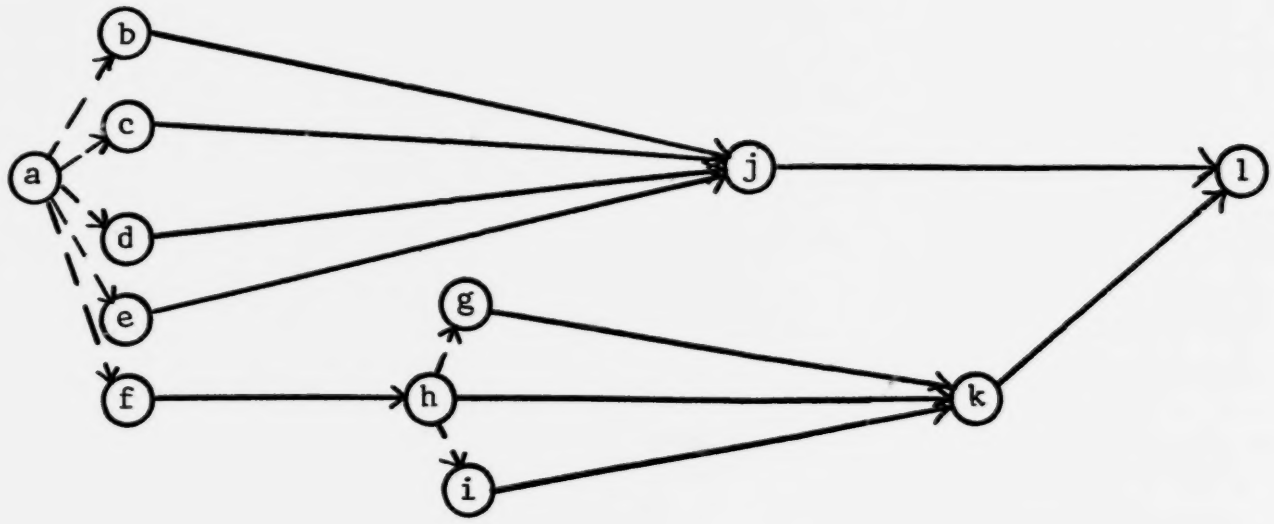
Each of the seven committees was given some guidance regarding the mode of attacking its study area. A six-point statement was provided for each chairman. That statement included suggestions for identifying study topics, for organizing for effective action, for maintaining records, and for handling sensitive data. A copy of the complete list is presented in Appendix D.

A few study subjects did not seem to relate to a given topic area, but were more nearly common to all areas. These were listed in the form of "Themes to be Considered by All Committees":

1. The cultural, educational, and religious setting within which the college operates.
2. The trends which appear within the college and its cultural setting which are likely to influence college policies and operations.
3. The priorities to be observed in the implementation of recommendations.
4. The spiritual life of the college community, and the life of the denomination which supports it and which it serves.

FIGURE 2

TYPICAL COMMITTEE STUDY PLAN



Activity Identification

b-j, c-j, d-j, e-j — Committee members investigate practices and policies on this campus

j-l — Compile results and findings of local conditions

f-h — Committee members review resources from other institutions

g-k, h-k, i-k — Committee members investigate and study practices and trends elsewhere and research findings

k-l — Compile findings of studies of trends elsewhere

5. The ways in which alternative choices of action will be interpreted and reacted to by the various constituent groups which are close to the college.
6. The utilization of data processing facilities in implementing the recommendations of the committee.
7. The role of the library as an integral part of a great many operations of the college.
8. The role of research, in the sense of using research methods to achieve the goals of the committee, and of the college as a whole, and the sense of research activities of faculty and students.
9. The possible service functions which the college may be called on to provide, which may go beyond the internal operations of the college community.
10. The needs and characteristics of the students who will be enrolled in the college.

Each committee was instructed to be alert to the occurence of these themes in its study and, where appropriate, address a portion of its findings and recommendations to them.

Another characteristic of the design is the formation of a resources committee. This committee's function is to provide essential data for each of the seven subcommittees reviewing practices and trends elsewhere. A listing of ninety-eight institutions was developed as a data reference group. (The complete list is presented in Appendix E.) Bulletins, catalogs, reports of self-studies for accreditations, and other pertinent documents were requested of each school. Periodical and journal reviews as well as a collection of relevant books were provided by the resources committee. Two weekly reviews of developments in higher education were made available. These were The Chronicle of Higher Education and Intercollegiate Press Bulletin. Finally, Educational Resources Information Center (ERIC) materials were screened and selected microfische ordered. All materials thus accumulated were

referenced for easy access by study committee members and collected in a library resources room designated for that purpose.

The steering committee was designed to retain its composition throughout the 1969-70 academic year (Phase I). Its function is to maintain contact with the unfolding study. In order for the design to be meaningful, it must have elements of flexibility and must relate very closely to reality. Therefore, the steering committee was designed to serve as a sensor of need for design change and a processor of change orders.

Reporting

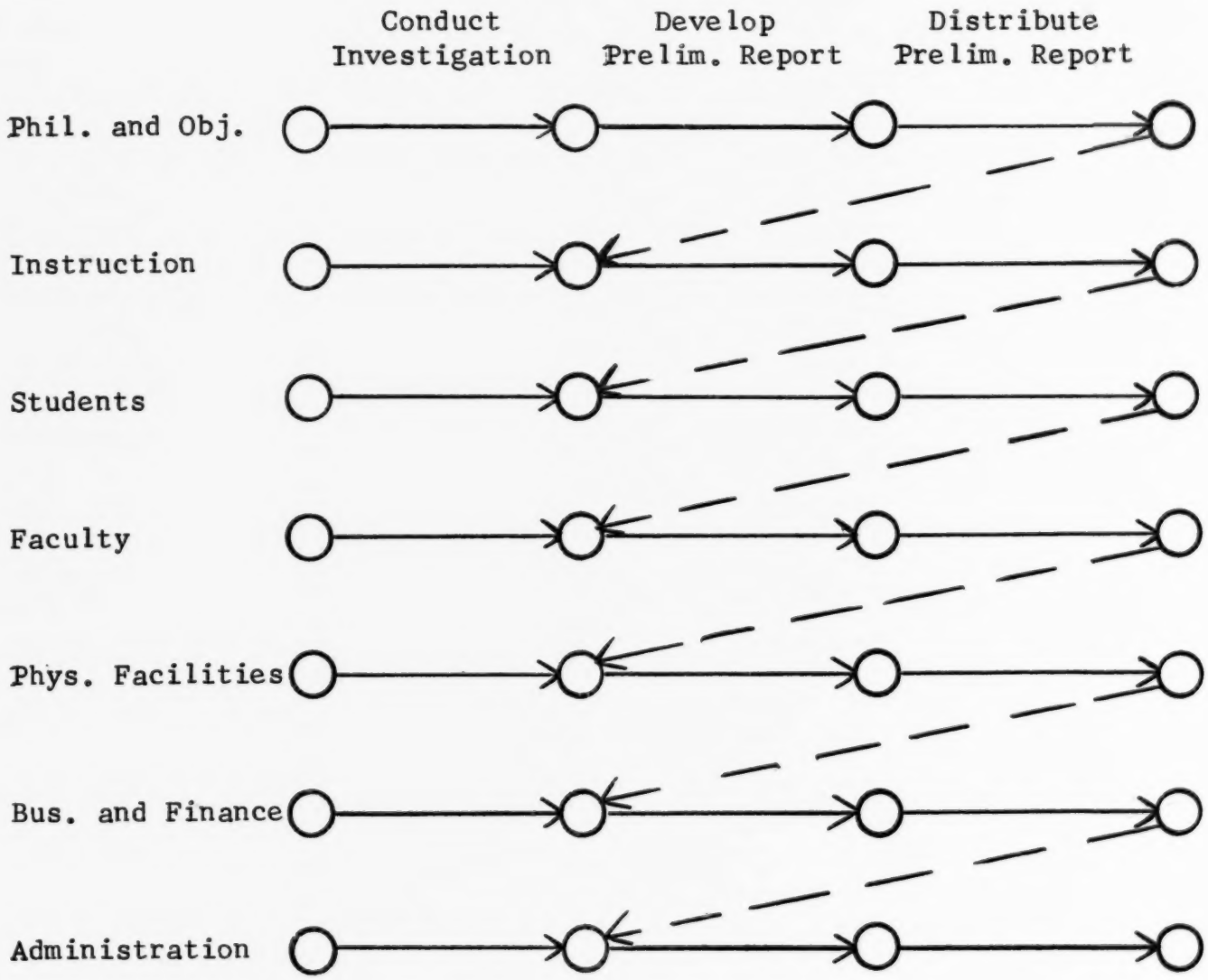
Examination of Figure 3, which is adapted from Appendix G, Flow Charts of Study Activities, will reveal how the established priorities were implemented in the design of the study. The philosophy and objectives study committee is to complete its preliminary investigation and report before the instruction committee develops its preliminary report. Likewise, the instruction committee is to develop and present its preliminary report before the students study committee develops its preliminary report. This reporting pattern is graphically depicted by the broken-line arrows indicating constraints in timing.

Although all committees are to begin their work simultaneously, this sequential reporting permits each committee to see the reports preceding it. That is, the institutional posture as defined by the philosophy and objectives study committee is to be clarified before an instructional program to implement that

FIGURE 3

SEQUENTIAL REPORTING

(From Flow Charts of Study Activities)



philosophy can be described. The instructional program will relate to students and must be defined before faculty can be secured to implement the instructional program. The physical facilities must accomodate the faculty and students and flow from the needs of the instructional program. The financial needs represent the final step of the chain. Finally, an administrative structure must be developed consistent with the other six areas.

Thus, the idealistic approach was built into the design. However, it was recognized that there are real constraints on finance, facilities, faculty, students, and the instructional program. Therefore, idealism was mated to reality through the reporting pattern in that each committee has the responsibility of modifying, in Phase II, its preliminary report before developing the final report; and such modification can meaningfully take place only after all committees have shared their preliminary reports. This aspect was seen to be one of the strongest points of the design.

Phase I and Phase II

The design had to be realistically geared to the school calendar and to teaching and other responsibilities of faculty members. This was implemented by alloting ample time for the completion of preliminary reports and designing an appropriate break in committee activities to correspond with the end of the academic year. (A timetable for Phase I activities is presented in Appendix F.)

Activities to be completed during Phase I include the study

by all committees leading to the development of their preliminary reports and the sharing of those reports. Included in the design, but not depicted in Appendix G, Flow Charts of Study Activities, is the provision for common reaction meetings. After submission to all members of two study committees' preliminary reports, a reaction meeting is to be held. This meeting is planned to concern all faculty and administration members and involved students, and the purpose will be to react to the submitted preliminary reports. This should result in better understanding of the total study system by each member and should improve the classification and feedback of ideas prior to the modification of the preliminary report in Phase II.

Parallel to these activities in Phase I will be the continued monitoring of the plan design by the steering committee. In this way, changes and adjustments can be incorporated into the design as the need is identified. Thus, the design may be maintained in an elastic state more closely resembling reality. Simultaneously, the resources committee will be performing its role, which has been described elsewhere in this report.

Activities of Phase II center around steps necessary for the development of the final report. At the completion of Phase I, each study committee will have shared its preliminary report and will have the feedback provided in a reaction meeting. The committee members will then be in a position to re-evaluate the preliminary report in light of: (1) preliminary reports of other study committees, (2) suggestions presented in the reaction

meetings, and (3) continued investigation since the development of the preliminary report.

Each study committee is to address itself to integrating all data in its study area into a final report which must include recommendations. The recommendations are to be presented in three levels: (1) considerations for immediate implementation, (2) suggestions for implementation within five years, and (3) long-term goals and suggestions to describe the school posture in the year 1980.

Compilation of Reports

All final reports and recommendations are to be channeled to the steering committee for compilation. The steering committee is scheduled to have developed suggested procedures for implementing the report and have developed a process for continual evaluation and study updating. The final product is scheduled to be transmitted to the President for presentation to the Board of Trustees in the Spring of 1971.

However, during the study period progress reports will be distributed to the greater College community. These are designed to maintain interest in the study and provide information regarding the study activities on campus.

APPENDIX A

TENTATIVE LISTING OF STUDY TOPICS
FOR TEN-YEAR ADVANCE STUDY
(APRIL 24, 1969)

I. Administration

- Faculty-administration relationships
- Student-administration relationships
- School philosophy
- Institutional objectives
- School-community relations
  - Public expectation
  - Educational zone relations
  - Cooperation with other institutions
- Organization and structure
  - Role definitions
  - Administrative organization (line and staff)
  - Communication
- Adjustment to change

II. Business

- Budget making
- Securing revenue
- Managing expenditures
- Plant operation--campus security
- Plant maintenance
- Purchasing, warehousing, inventory practices
- Data processing center
  - Role, scope
  - Function
  - Utilization, development
- Management of non-teaching personnel
- Salaries and their determination (teachers and non-teachers)
- Facility utilization
- General updating of business office

III. Faculty

- Recruitment
- Assignments
- Appraising effectiveness
- Role in policy determination
- Retirement, other benefits
- In-service growth (trends and methods)
  - Course work
  - Leaves of absence
  - Writing and publishing

APPENDIX A (continued)

- Research
  - Association, conference membership, participation
- Student-faculty relationships
- Innovation in student teaching techniques
- Possible employment of some racial minorities
- Exchange of some faculty
  - e.g., Nazarene University in Japan, other Nazarene colleges

IV. Instruction

- Pre-registration
- Scheduling
- Curriculum development
  - Instructional objectives
  - Departmental objectives
  - Program of instruction--addition of courses in minority cultures
  - Evaluation of instruction
    - Improving in lecturing practices
    - Upgrading of college courses
  - General education requirements
  - Individualization of instruction
  - Graduate curriculum
    - Objectives
    - Courses
    - Instructional emphasis
- Appraising pupil growth
- Relating instruction to planned physical facilities
- Night school--Technical school--Extension services
- Academic freedom
- Instructional equipment
- Investigating new methods (in-service contact between student and teacher)

V. Library

- Computerize processing functions
- Equipment needed
  - Study of fire doors
  - Study of door controls
- LC cataloging scheme
- Hours of the library
- Resources--expansion for needs of Graduate School
- Interlibrary cooperation
- Library Science offerings, courses
- Audio-visual services reviewed
- Sharing library specialties

APPENDIX A (continued)

VI. Religion

- Departmental curriculum
  - Graduate work
  - Extra-curricular issues for ministers
  - General evaluation of prescribed courses
  - Examination of teaching techniques in Religion
- Review, examination of Religious Life on campus, habit changes
- Church attendance problem
- Chapel attendance
  - Study of class chapels
  - Assigned seating
  - Substitute for chapel fines
- College revivals
- Relationship of "outreach" endeavors of groups on campus

VII. Students

- Services
- Morale
- Discipline
- Involvement--academic affairs
- Recruitment
  - Selection
  - Scholarships
  - Potential composition (clientele)
  - Why some Nazarenes do not attend a Nazarene college
- Government
- Dorms
- Social activities
- Religious life
- Counseling, guidance
- Job placement
- Projected number
- Minority groups
- Student-faculty interaction
- Personnel services

VIII. Miscellaneous

- Social involvement
- Inter-college sharing of courses, etc.
- Home Economics Department reviewed and evaluated
- School financing
  - Information about loans, scholarships
- Registrar's office
  - Computerize functions

APPENDIX A (continued)

Business Department changed to Division of Business
Degree in Computer Science

IX. Physical Plant (Development and Expansion)

In the light of what additional buildings will be needed

X. Goals and Objectives

Philosophy of Education
Social involvement
School spirit

XI. Athletics

APPENDIX B

STATEMENT OF NEED FOR THE STUDY

1. Need for involvement by administration, faculty, and students in the definition of BNC's task, objectives, and goals in higher education. This Study provides a vehicle for such activity.

2. Need for an identified, cooperatively developed, operational base for the institution. This Study should result in such a plan.

3. Need for a guide in the deployment of BNC's resources which encourages wise long-range decision-making. This Study can lead to such a guide.

4. Need to determine BNC's path already traveled and the road before us in relation to the standards of our denomination.

5. Need to clarify educational-spiritual-social-cultural goals for each student.

6. Need for the institution and programs to be involved in a continuous evaluation process to ascertain progress relative to stated objectives.

7. Need for BNC to most efficiently meet the ever increasing demands and challenges of her student, her church, and her society.

APPENDIX C

STUDY TOPICS FOR TEN-YEAR ADVANCE STUDY
(SEPTEMBER 17, 1969)

1. Philosophy and Objectives

    1. Underlying philosophy of education for BNC

    2. Objectives of the entire college

    3. Objectives of various components of the college, e.g., curriculum, athletics, social organizations, service functions, religious organizations

    4. Departmental objectives relating to the general education requirements

2. Instruction

    1. Curriculum--undergraduate, graduate, certificates

    2. Instructional procedures, equipment, textbooks

    3. Scheduling--pre-registration, registration procedures, academic calendar, determination of schedules, class size

    4. Program requirements--degree program patterns, "junior standing," general education, honorary degrees

    5. Improvement of instruction

    6. New instructional patterns--night school, extension service, correspondence study, technical training, redefinition of a "course", individually prescribed instruction

    7. Sharing for improvement of instruction--ideas, facilities, equipment, other schools

    8. Role of library facilities in instruction

    9. Evaluation of instruction

    10. Relating instruction to needs of student personnel

    11. Analysis of departments--progress in the past few years, present status, plans and needs for development

APPENDIX C (continued)

3. Students

    1. Student recruitment, selection, retention

    2. Student activities--academic, religious, social, athletic, recreation

    3. Composition of student body--number, denominations, minorities

    4. Student services--housing, boarding, jobs, counseling, health, discipline, placement

    5. Participation of students in college affairs--student government, planning, college operations

    6. Student publications

    7. Financial aids--employment on campus, loans, assistantships, scholarships, grants for student aid

    8. Educational needs of student clientele

    9. Intervarsity athletics

4. Faculty

    1. Faculty development, recruitment, orientation, retention

    2. Faculty role in college policy determination and implementation

    3. Faculty assignment, load, in-service growth, research and publication, committee assignments, faculty exchange program, idea exchanges

    4. Faculty participation in extra-campus activities--professional activities, professional organizations, off-campus service, off-campus employment

    5. Guidelines for faculty service--faculty handbook, faculty-student relations, academic freedom, appraisals of effectiveness

    6. Faculty benefits--salary, fringe benefits, leaves of absence, sabbatical leave, retirement

    7. Faculty organizations--on-campus, state and national associations

APPENDIX C (continued)

5. Physical Facilities

    1. Academic facilities--determination of need for meeting projected objectives, curriculum, size of student body, size of faculty, instructional media

    2. Faculty facilities

    3. Student facilities--housing (both single and married), boarding, student affairs, recreation, health services, social, religious, athletic

    4. Administrative facilities--offices, conference rooms, records, equipment, data processing

    5. Auxiliary services--maintenance, development, security, printing

    6. Organization of facilities to meet functional demands of the college program

    7. Library facilities

    8. Facility utilization--(e.g., expansion of class schedule, summer usage)

6. Business and Finance

    1. Development of sources of income

    2. Management of resources--money, materials, machinery, non-faculty personnel

    3. Budget setting and control

    4. Trends in sound business practices

    5. Utilization of data processing

7. Administration

    1. Organization of administration--role descriptions, interrelationships of roles, communication channels, responsibility channels

    2. Administrative roles and practices--constituency, alumni, public, faculty, students, other schools

    3. Provisions for evaluation, improvement, and change of

APPENDIX C (continued)

administrative functions

4. Provisions for participation in administrative functions by faculty and students

5. Interaction of administration and students

6. Coordination of religious activities

7. Interaction of administration and faculty

APPENDIX D

COMMITTEE TASKS, TEN-YEAR ADVANCE STUDY COMMITTEE
(PHASE I, 1969-70)

1. Establish final version of topics for study
    1. Specific topics for its unique area
    2. General themes common to all committees

2. Organize for effective procedure
    1. Establish one subgroup to study present local conditions and procedures
    2. Establish another subgroup to study practices and trends elsewhere, with an eye to ideas for improvement locally
    3. Develop a report on the conclusions of the subgroups, to go into a preliminary group report
    4. Write a preliminary report, following the format indicated below:
        1. Introduction (topics covered, subcommittees)
        2. Procedures and resources used
        3. Description of present conditions and practices
        4. Description of other conditions and practices
        5. Recommendations
            1. Action as soon as possible
            2. Action in five years
            3. Action in ten years

3. Keep accurate and complete records of the activities of the committee
    1. Resources used
    2. Minutes of meetings
    3. Reports

4. Maintain informal contacts with other committees as needed for effective work

5. Handle the emergence of any information which is sensitive (in the sense that its dissemination appears likely to be detrimental to the long-range aims of the study and of the college) in consultation with the college president

6. Provide copy of the preliminary report for the typist to be duplicated and made available to other committees, according to the time schedule

APPENDIX E

PRIVATE AND STATE COLLEGES AND UNIVERSITIES CONTACTED BY THE RESOURCES COMMITTEE

Adams State College
Alamosa, Colorado

Albion College
Albion, Michigan

Albright College
Reading, Pennsylvania

Anderson College
Anderson, Indiana

Andrews University
Berrien Springs, Michigan

Antioch College
Yellow Springs, Ohio

Arkansas State College
State College, Arkansas

Ashland College
Ashland, Ohio

Aurora College
Aurora, Illinois

Ball State University
Muncie, Indiana

Berea College
Berea, Kentucky

Brockhurst College
Kansas City, Kansas

Capital University
Columbus, Ohio

Centenary College
Shreveport, Louisiana

Chapman College
Orange, California

Chico College
Chico, California

Clark University
Worcester, Massachusetts

Colby College
Waterville, Maine

College of Wooster
Wooster, Ohio

Colorado State College
Greeley, Colorado

Concordia College
Moorhead, Minnesota

Concordia Teachers College
Seward, Nebraska

Danbury State College
Danbury, Connecticut

David Lipscomb College
Nashville, Tennessee

Denison University
Granville, Ohio

DePauw University
Greencastle, Indiana

Drew University
Madison, New Jersey

Drury College
Springfield, Missouri

East Central State College
Ada, Oklahoma

Eastern Nazarene College
Wollaston, Massachusetts

APPENDIX E (continued)

Elon College
Elon College, North Carolina

Friends University
Wichita, Kansas

Frostburg State College
Frostburg, Maryland

George Peabody College for Teachers
Nashville, Tennessee

Gorham State College
Gorham, Maine

Goshen College
Goshen, Indiana

Greenville College
Greenville, Illinois

Grinnell College
Grinnell, Iowa

Guilford College
Greenboro, North Carolina

Gustavus Adolphus College
St. Peter, Minnesota

Hardin-Simmons University
Abilene, Texas

Harding College
Searcy, Arkansas

High Point College
High Point, North Carolina

Hope College
Holland, Michigan

Indiana Central College
Indianapolis, Indiana

Indiana State University
Terre Haute, Indiana

Kansas State College of Pittsburg
Pittsburg, Kansas

Kansas State College of Emporia
Emporia, Kansas

Kentucky State College
Frankfort, Kentucky

Lake Forest College
Lake Forest, Illinois

Langston University
Langston, Oklahoma

La Sierra College
Riverside, California

Macalester College
St. Paul, Minnesota

Manchester College
North Manchester, Indiana

McMurry College
Abilene, Texas

Middlebury College
Middlebury, Vermont

Mississippi College
Clinton, Mississippi

Missouri Southern College
Joplin, Missouri

Moravian College
Bethlehem, Pennsylvania

Morningside College
Sioux City, Iowa

Muhlenberg College
Allentown, Pennsylvania

Nebraska Wesleyan University
Lincoln, Nebraska

APPENDIX E (continued)

New Mexico State University
University Park, New Mexico

North Park College
Chicago, Illinois

Northern Arizona University
Flagstaff, Arizona

Northern Michigan University
Marquette, Michigan

Northwest Nazarene College
Nampa, Idaho

Northeastern State College
Tahlequah, Oklahoma

Northwestern State College
Alva, Oklahoma

Oberlin College
Oberlin, Ohio

Occidental College
Los Angeles, California

Olivet Nazarene College
Kankakee, Illinois

Oklahoma Baptist University
Shawnee, Oklahoma

Oklahoma Christian College
Oklahoma City, Oklahoma

Oklahoma City University
Oklahoma City, Oklahoma

Oklahoma College of Liberal Arts
Chickasha, Oklahoma

Oklahoma State University of
Agriculture and Applied Science
Stillwater, Oklahoma

Oral Roberts University
Tulsa, Oklahoma

Pacific Union College
Angwin, California

Panhandle Agricultural and
Mechanical College
Goodwell, Oklahoma

Pasadena College
Pasadena, California

Pepperdine College
Los Angeles, California

Phillips University
Enid, Oklahoma

Quincy College
Quincy, Illinois

St. Cloud State College
St. Cloud, Minnesota

St. Gregory College
Shawnee, Oklahoma

St. Olaf College
Northfield, Minnesota

Slippery Rock State College
Slippery Rock, Pennsylvania

Southern State College
Magnolia, Arkansas

Southeastern State College
Durant, Oklahoma

Southwestern State College
Weatherford, Oklahoma

Springfield College
Springfield, Massachusetts

State College of Iowa
Cedar Falls, Iowa

Tabor College
Hillsboro, Kansas

APPENDIX E (continued)

University of Oklahoma
Norman, Oklahoma

University of the Pacific
Stockton, California

Upsala College
East Orange, New Jersey

Walla Walla College
College Place, Washington

Washington State University
Pullman, Washington

Washburn University of Topeka
Topeka, Kansas

Wheaton College
Wheaton, Illinois

Whittier College
Whittier, California

Wittenberg University
Springfield, Ohio

APPENDIX F

TIMETABLE FOR PHASE I

1.	Report to typist of Area 1, Philosophy and Objectives	Oct. 22
2.	General meeting with Dr. Pfnister	Oct. 29
3.	General meeting with Dr. Maxwell	Oct. 31, Nov. 1
4.	Report to typist of Area 2, Instruction	Nov. 12
5.	General meeting with Dr. Hayes	Nov. 14, 15
6.	Report to typist of Area 3, Students	Nov. 26
7.	General meeting to consider reports	Dec. 10
8.	Report to typist of Area 4, Faculty	Jan. 21
9.	Report to typist of Area 5, Physical Facilities	Feb. 4
10.	General meeting to consider reports	Feb. 11
11.	Report to typist of Area 6, Business and Finance	Feb. 25
12.	Report to typist of Area 7, Administration	Mar. 11
13.	General meeting to consider reports	Mar. 18
14.	Final general session to complete Phase I, plan Phase II	Apr. 8

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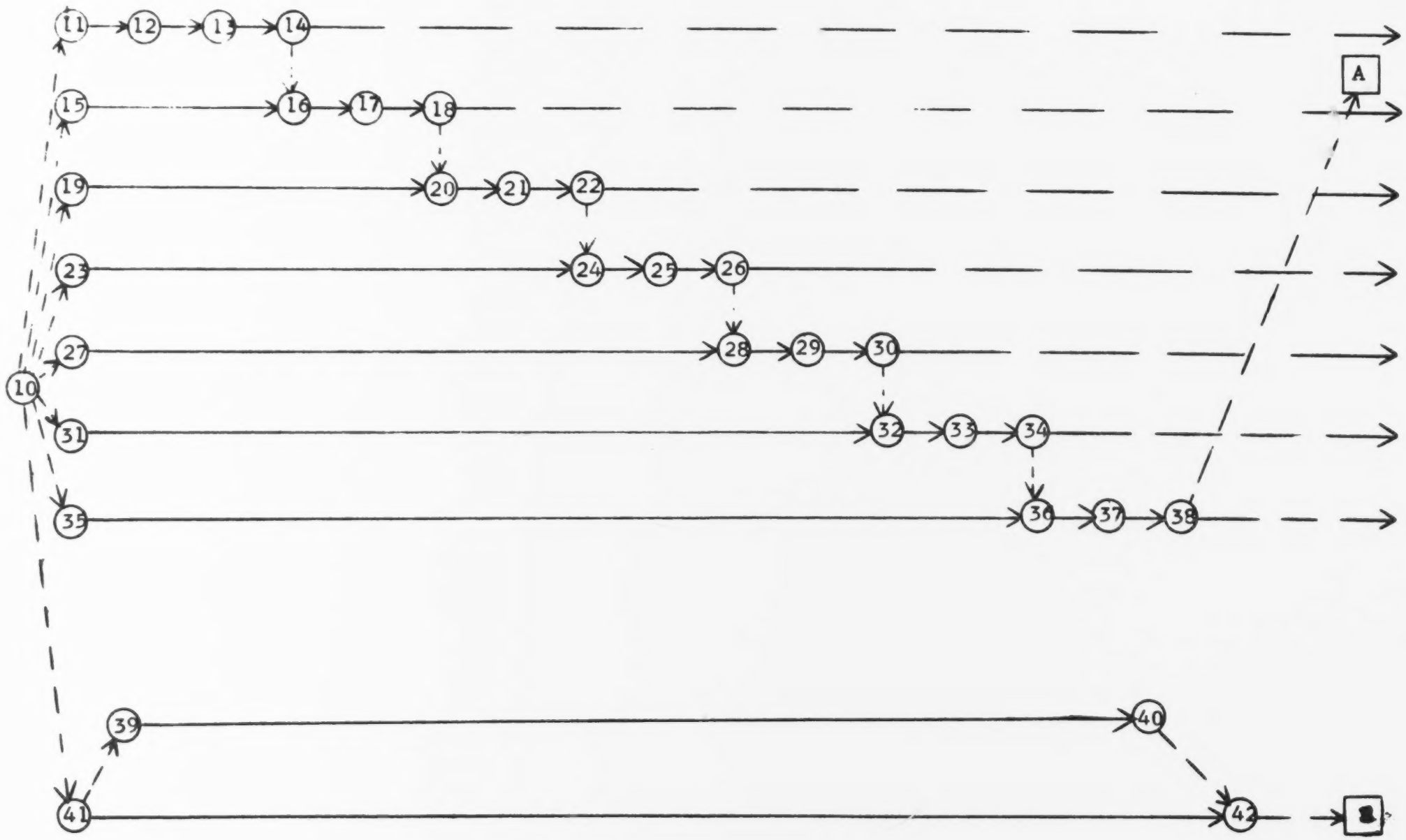
APPENDIX C
FLOW CHARTS OF STUDY ACTIVITIES

FLOW CHART OF STUDY ACTIVITIES (PHASE I)

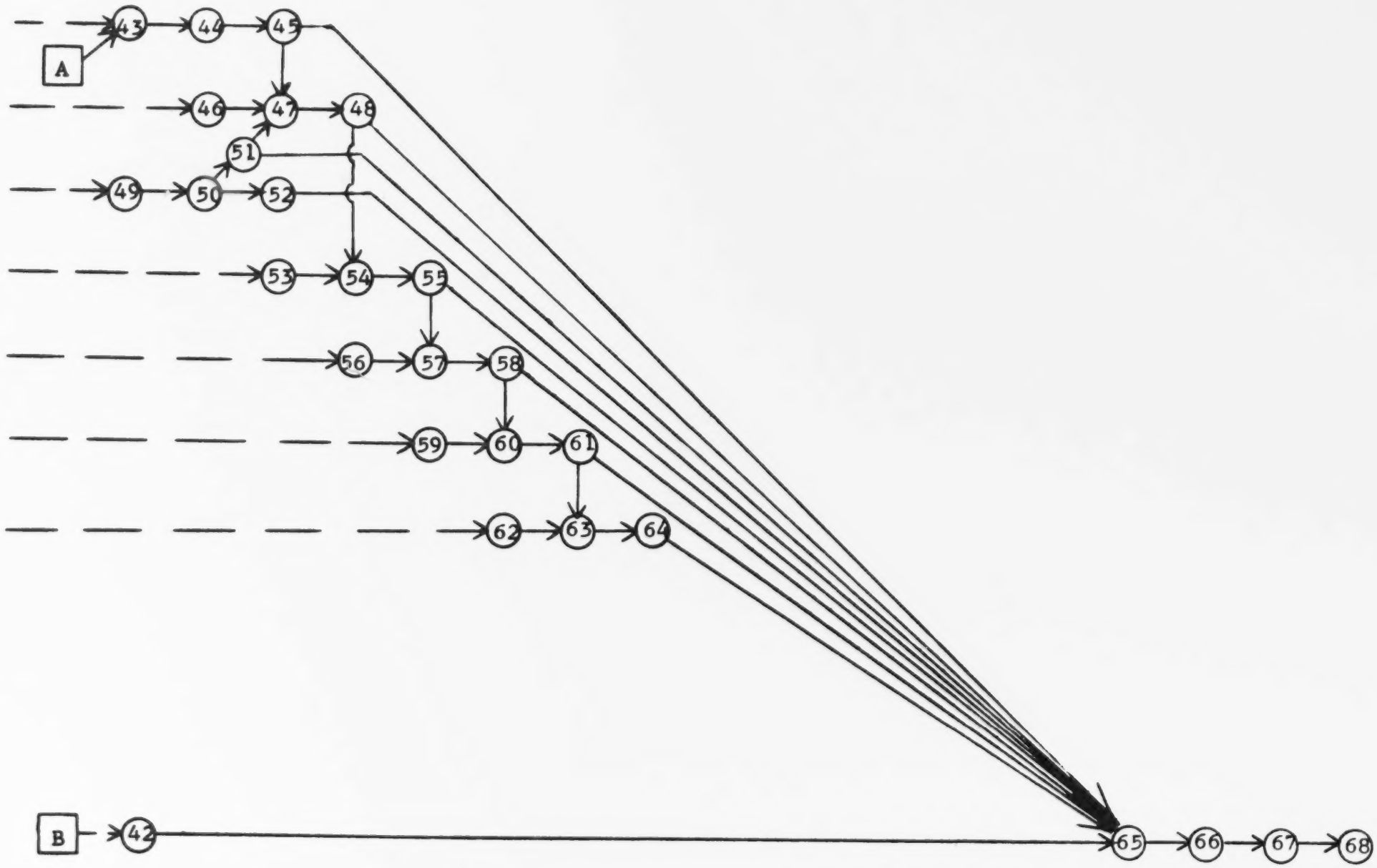


FLOW CHART OF STUDY ACTIVITIES (PHASE I)
ACTIVITY IDENTIFICATION

11-12 Philosophy and Objectives Study Committee conducts investigation (See Typical Committee Study Plan)
12-13 Develops preliminary report
13-14 Distributes preliminary report
15-16 Instruction Study Committee conducts investigation
16-17 Develops preliminary report
17-18 Distributes preliminary report
19-20 Students Study Committee conducts investigation
20-21 Develops preliminary report
21-22 Distributes preliminary report
23-24 Faculty Study Committee conducts investigation
24-25 Develops preliminary report
25-26 Distributes preliminary report
27-28 Physical Facilities Study Committee conducts investigation
28-29 Develops preliminary report
29-30 Distributes preliminary report
31-32 Business and Finance Study Committee conducts investigation
32-33 Develops preliminary report
33-34 Distributes preliminary report
35-36 Administration Study Committee conducts investigation
36-37 Develops preliminary report
37-38 Distributes preliminary report
39-40 Resources Committee consults with all study committees
41-42 Steering Committee monitors and adjusts study design as needed

A Transition point to Phase II
B Transition point to Phase II

FLOW CHART OF STUDY ACTIVITIES (PHASE II)



FLOW CHART OF STUDY ACTIVITIES (PHASE II)
ACTIVITY IDENTIFICATION

A	Transition point from Phase I
B	Transition point from Phase I
43-44	Philosophy and Objectives Study Committee modifies preliminary report
44-45	Develops final report
45-47	Transmits relevant portions to Instruction Study Committee
45-65	Transmits total report to Steering Committee
46-47	Instruction Study Committee modifies preliminary report
47-48	Develops final report
48-54	Transmits relevant portions to Faculty Study Committee
48-65	Transmits total report to Steering Committee
49-50	Students Study Committee modifies preliminary report
50-51	Develops final report of curricular-oriented aspects of study
51-47	Transmits report to Instruction Study Committee
51-65	Transmits report to Steering Committee
50-52	Develops final report of non-curricular-oriented aspects of study
52-65	Transmits total report to Steering Committee
53-54	Faculty Study Committee modifies preliminary report
54-55	Develops final report
55-57	Transmits relevant portions to Physical Facilities Study Committee
55-65	Transmits total report to Steering Committee
56-57	Physical Facilities Study Committee modifies preliminary report
57-58	Develops final report
58-60	Transmits relevant portions to Business and Finance Study Committee
58-65	Transmits total report to Steering Committee
59-60	Business and Finance Study Committee modifies preliminary report
60-61	Develops final report
61-63	Transmits relevant portions to Administration Study Committee
61-65	Transmits total report to Steering Committee
62-63	Administration Study Committee modifies preliminary report
63-64	Develops final report
64-65	Transmits total report to Steering Committee
42-65	Steering Committee develops procedures for implementing report and for continual evaluating and study updating
65-66	Compiles final report
66-67	Delivers to President of College
67-68	President presents to Board of Trustees